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ABSTRACT

This presentation reports the results of a national assessment study of parenting skills. The aim of this study was to provide direction for the development of a television series to improve and increase awareness of parenting skills among parents of young children and prospective parents. Over 200 existing media items were located and evaluated; existing parenting practices were analyzed from within parent-focused programs; and a national sample of nearly 1800 parents of young children was surveyed by a questionnaire designed to determine their needs and preferences for the series' educational content, instructional strategies, and production formats. Conclusions drawn from the study relate to instructional product development issues in television. The evaluation form and questionnaires are apperded to the report. (Author/SC)

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DEVELOPING INSTRUCTIONAL TELEVISION PRODUCTS FOR EFFECTIVE PARENTHOOD: I. A NATIONAL ASSESSMENT OF PARENT EDUCATION NEEDS

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Abstract

DEVELOPING INSTRUCTIONAL TELEVISION PRODUCTS FOR EFFECTIVE PARENTHOOD: I. A NATIONAL ASSESSMENT OF PARENT EDUCATION NEEDS

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This presentation reports the results of a national assessment study of parenting skills. Sponsored by the U. S. Office of Education, the aim of this study was to provide direction for the development of a television series to improve and increase awareness of parenting skills among parents of young children and prospective parents. Over 200 existing media items were located and evaluated; existing parenting practices were analyzed from within parent-focused programs; and a national sample of nearly 1,800 parents of young children was surveyed by a questionnaire designed to determine their needs and preferences for the series' educational content, instructional strategies, and production formats. Conclusions drawn from the study relate to instructional product development issues in television.

DEVELOPING INSTRUCTIONAL TELEVISION PRODUCTS FOR EFFECTIVE PARENTHOOD: I. A NATIONAL ASSESSMENT OF PARENT EDUCATION NEEDS

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Introduction

The development of parenting skills among parents of infants and young children has occurred historically through informal channels in the family and community. Recent concerns in America regarding family disintegration, parent role strain, and child abuse and neglect tend to highlight a breakdown or outmoding of the traditional social processes for promoting effective parenthood. New developments are visible everywhere in the traditional service fields (i.e., in family services, psychology, psychiatry, public education) which may reverse these trends and their impacts upon family and child. At an earlier time the "parent education" movement appeared to offer a solution, but after years of effort, the movement has not appealed to the masses. One of the movement's most probable flaws was that it ignored the powerful human requirement that new information must be translated into personal action and idiom before it becomes useful knowledge. "Parent training" in specific techniques of working with children has, on the other hand, been more effective but is often expensive to staff and to administer. These considerations suggested that the television medium be considered for its potential to deliver programs that would be simultaneously educational, interest holding, and cost effective.

Background and Purpose

Appalachia Educational Laboratory (AEL) began in July, 1975, with support from the U. S. Office of Education (U.S.O.E.), to perform background research preliminary to the design, development, production, and eventual broadcast of a television series which would emphasize what prospective parents and parents of infants and young children can do to develop an effective set of child development strategies. The ultimate purpose of the overall effort is to impact upon total development of young children, ages birth through five years, as mediated by parental practices.

The purpose of the presently reported portion of the effort, i.e., the needs assessment, was to provide direction to the creation of this television series by a) identifying existing media products which might be used in or adapted to the series, b) assisting in the formulation of the series' educational goals and content, c) suggesting instructional strategies, and d) suggesting production format possibilities.

The needs assessment study was, therefore, designed to address the following questions. 1) Are there existing media resources which might be used in or adapted to the purposes of this series? 2) What do parents believe they need to know or to be able to do to be more effective at parenting? 3) What instructional strategies appear most appealing to parents who may wish to learn more about effective parenting? 4) What types of presentation might be most effective in stimulating and maintaining parents' involvement in televised education for effective parenthood? Data gathering, analyses and reporting are organized relative to these questions. In addition, prior needs assessment studies were reviewed to determine the range of needs previously identified, and parents reactions to them.

The information sought in connection with the first question (Q-1) is admittedly not usually conceptualized as part of a needs assessment, so some

brief discussion of its inclusion may be in order here, before passing on to the methods employed in the study. First, collection and evaluation of existing materials may be viewed as an indirect approach to needs assessment, to the extent that it can be demonstrated that prior materials developers were successful in creating products that have been appealing and educationally effective. Even if the products themselves have not been shown to be effective, their content focuses would indirectly suggest needs that prior workers had considered/determined to be important. Second, we believe this to be an important part of needs assessment for a) determining the state of the art of educational media preparation in the identified subject area and b) revealing what already exists and consequently does not need to be developed again.

Methods, Q-1

To evaluate existing media resources for parenthood education, contacts were eventually made with major commercial and non-profit suppliers of film and videotape, as indicated by the following numbers of contacts by category of supplier: a) 27 educational institutions/university depositories; b) 13 professional associations; c) 12 distributors; d) 7 federal and 8 state/regional governmental agencies; e) 25 commercial producers; f) 20 early childhood programs/projects; g) 7 educational research and development laboratories; h) 9 national service organizations; and i) 11 production oriented educational television facilities.

An initial contact letter, which explained the purposes of the study, a) requested catalogs and other kinds of listings or descriptions of available materials, b) promised to reciprocate by sharing findings of the study, and c) indicated that a telephone follow up contact would be made soon thereafter.

Follow ups were made by phone and personal letter. The majority of groups expressed interest and enthusiasm for the AEL project.

From among all these leads, media were selected for priority review based on either criterion 1 or 2 of the following, provided that criterion 3 was also met:

1) Materials were developed for use by parents of preschool aged children or prospective parents, or
2) Materials were recommended by early childhood educators and/or media technologists, and
3) Materials were available for preview and evaluation as well as for future use.

Content from any of the following areas was deemed, based on a prior literature search of parent education, to be potentially relevant: 1) parenting practices relative to a) child health and care, b) behavior management, c) cognitive enrichment, and d) affective interaction; 2) early childhood development in areas of a) motor, b) cognitive, and c) social-emotional skills; 3) exceptional children as to a) identification and b) locating services for child and family: 4) family-related topics pertaining to a) individual differences among children, b) family constellation, c) impact of newborn, d) disciplinary practices, and e) sibling relations; and 5) early childhood programs such as a) day care, b) other specific programs, c) environmental arrangement, and d) the child's first experiences in group settings.

Many materials were shipped to AEL for review. Project resources were also used to make on site evaluations at eight locations where substantial collections permitted review of large numbers of individual media pieces. In this manner, 204 audio-visual material items were directly evaluated using a multi-page Evaluation Form (Appendix A) that was especially prepared for

this purpose. The form provided for basic descriptive information, content description, content evaluation, technical quality ratings, identification of (and testing with) target audience, evaluation of the materials' usability in connection with a parenting television series, analysis of selected segment(s) if indicated, and additional comments. In addition, the final page of the form was used to complete technical evaluations of the materials on multiple dimensions.

Once an evaluation had been performed for each individual media piece, either three or four staff members independently rated each piece overall, using the protocol descriptions from the Evaluation Forms.

Finally, a representative sample of 12 appropriate content--and hence potentially usable or adaptable--film and television items was submitted to the Association for Instructional Television (AIT) for independent evaluation, using the same essential rating categories used by AEL in its evaluation of the much larger collection of material. This cross-check, paralleling AEL's procedures, was designed to insure that AEL's technical evaluations would lead to conclusions similar to those of a widely recognized media evaluation agency. Results from the AIT and AEL evaluations showed substantial agreement (Spearman rho of .70, significant at .01 level). Larger discrepancies between AIT and AEL were further examined to learn whether they revealed systematic bias. There was no overall bias of assigning exceptionally low or high ratings. Discrepancies could be isolated as relating to the project-specific frame of reference of AEL versus the more general frame of reference of AIT.

Before moving into the methods for Q-2 through Q-4, it will be useful to examine another feature of the indirect needs assessment strategy. The prior needs assessment literature on effective child development practices during the early childhood years was examined to determine what parents might

need to know. Both published and unpublished needs assessment reports were located. From this literature, the possible needs of parents were extracted and listed individually on filing cards for later reference. The frequency with which particular mentions occurred could sometimes be used to infer relative priorities in the absence of other ordinal information. Similarly, other literature was searched from effective early childhood programs. From this search, effective parenting practices could frequently be inferred. Once more parent needs might be inferred indirectly from the parent characteristics known to correlate with these effective practices. The further use of this literature in this manner is discussed in the methods section for Q-2 through Q-4 under the subheading Instrumentation.

Methods, Q-2 - Q-4

Sampling Objectives and Procedures

This study aimed at identifying the needs and preferences for parent education among a national sample of parents of young children. Guiding the sampling process was the rationale that planning a television series to produce positive impacts nationwide on parents of young children (and prospective parents) must take into consideration the concerns and desires of a substantial number as well as a broad spectrum of members in the target audience population. Naturally, this sampling task was to be accomplished in the most cost effective, efficient, timely, and effective (in terms of return rate) way possible. The sample selected for this study was intended to reflect, but not necessarily to represent proportionally, the cultural diversity of the nation's young parent population in terms of regional, racial-ethnic, and socio-economic characteristics.

A three-stage purposive sampling design was employed to identify a sample group of parents of young children to serve as potential respondents to a needs assessment questionnaire. In the first stage of the sampling design, ten states were selected to achieve, as far as possible, national regional representation within the sample. The second stage involved the selection/identification of three elementary schools to serve as sites for

sampling parents in the local community. In the final stage of the sampling design, grade levels or classrooms of pupils in each elementary school were chosen to function as units for distributing the questionnaire to parents of children in these units. The specific procedures that were used in each stage of the sampling design will be described more fully.

Stage I - Sampling States

The first step in the sampling procedure was to identify a list of ten states. In order to achieve national geographical distribution of the parent sample, one state in each of the ten U.S.O.E. regions was identified by means of a combination of random and judgmental selection procedures. The states within each of the ten U.S.O.E. regions were identified and numbered alphabetically within each region. A table of random numbers was used for the initial selection of states. These states were marked on a map so that a visual inspection of actual geographical distribution could be determined. Three selections were altered to obtain a better distribution, as well as for product diffusion purposes. Specifically, Alabama rather than North Carolina was selected since Alabama was judged to be more representative of the deep south; Texas rather than Arkansas was chosen because of its high concentration of Spanish-speaking families; and California rather than Arizona since that state is more representative of the far west and also since certain state education agency staff in California have expressed considerable interest in early childhood education programs. The states selected according to these procedures by U.S.O.E. region were: I-New Hampshire; II-New Jersey; III-Maryland; IV-Alabama; V-Wisconsin; VI-Texas; VII-Iowa; VIII-Wyoming; IX-California; and X-Washington. Following the selection of states, the Director of Dissemination for TEP informed each of the U.S.O.E. Regional Offices of the background and purposes for our needs assessment study and our decision to approach the state education

agencies for the names of representative elementary schools which would be asked to participate in our study. This was accomplished by a letter sent to each regional office.

Stage II - Sampling Schools

The next stage in the sampling process was to identify five schools to serve as potential sampling sites for reaching young families in the local community. (As many as three of these five schools would later be selected for sampling purposes.) This was accomplished by requesting the Commissioner, or State Superintendent, of Education in each of the ten selected states to designate five elementary schools to participate in the study; these schools would come preferably from different school districts such that parents from diverse socio-economic, educational and racial-ethnic levels/categories could potentially be reached. Chief State School Officers then designated schools, within their states, having these characteristics. In this manner a total of 47 schools were designated in ten states.

Each of the school principals was then contacted by mail and asked for his/her permission to sample parents of children in all kindergarten and first grade classes of the school. Principals who were willing to cooperate in the study returned a brief form which sought to gather information about the racial-ethnic composition and social class level of the school's pupils, and to identify the names of teachers who would become directly involved in the data collection effort. The letter further explained the project in its overall context to permit informed participation. Of 47 school principals whose permission was requested to conduct this study, 38 demonstrated their desire to cooperate by returning the forms.

(Nine schools did not respond.)

The design of the study called for selecting no more than three schools to serve as sampling sites in one state in each of the USOE regions. This selection was made on the basis of extensive information obtained from school principals and from the U.S. Census Bureau Data (1970) including the potential size of the parent sample, the racial-ethnic and social class composition of pupils in the schools, family income level of the community, and the size of the local community population. The final selection of schools was intended to yield a parent sample that would be widely distributed across racial-ethnic lines, educational and income levels, and rural and urban geographical areas. These criteria were systematically employed in the selection of schools in six of the ten states.

The process of designating schools and communicating with school principals regarding their possible participation in the study took much longer than expected. Because data collection had to proceed as rapidly as possible, questionnaires were mailed to the first three schools which agreed to serve as sampling sites in the remaining four states. Not enough time was available to permit extensive efforts to get cooperation from already designated schools or to identify additional schools for selection purposes. Of 38 possible schools, 28 were chosen from ten states and no more than three schools were included from a given state in the final selection. After questionnaires were mailed to one school, procedural difficulties in obtaining approval from the Research and Evaluation Office of the school district led to substituting another school in that state.

Stage III - Sampling Classrooms

All kindergarten and first grade class levels or grades in all 28 coopetating schools were chosen as units for distributing questionnaires to parents. Sampling from these grade levels would assure that parents of children within the age range of 5-7 would be included in the final sample as well as parents of younger (sibling) children. An estimated 186 classrooms of kindergarten and first grade pupils were used to reach the parent sample. The number of pupils in these classrooms provided an estimate of the number of parents who would receive questionnaires, by means of procedures to be described.

Data Collection Procedures

Boxes containing questionnaires and instructions for distribution were mailed to the principals of all 28 cooperating schools. Data collection procedures would depend on teachers in all kindergarten and first grades of the schools to distribute the questionnaires to their pupils, who in turn would carry them home, and then return them to their classroom teachers. The school principal would then mail all the returns to AEL in the original mailing box with a prepaid postage label. A telephone contact with each school principal was made to explain the purposes of the study in greater depth and to heighten his/her involvement so that our sampling objectives could be achieved. Another contact was usually made to monitor and hasten data collection, especially in far distant schools. A total of 186 teachers and over 4500 pupils were involved in the data collection process during the period beginning November 11, 1975, and ending April 20, 1976. The final set of questionnaire returns was received on June 2, 1976. Questionnaires were received from 27 of the 28 schools. (It could not be

determined from one school whether sampling of parents had actually taken place.) As soon as questionnaires were received from a school and the data analyzed, a brief statistical report of parents' responses to the questionnaire was prepared and sent to the school principal. (See Appendix B for an example of such a report.) With the sending of this report a request was made of principals and cooperating teachers to complete brief questionnaire forms which were designed to assess how effectively the data collection procedures were carried out (i.e., what problems there were), and to obtain further information about the characteristics of the parent sample which returned completed questionnaires to the school. Forms were returned from 85% of the principals and 81% of the teachers. (These forms are included in Appendix C.)

The information gathered from principals and teachers revealed a substantial amount of effort, care, and even ingenuity in distributing and collecting questionnaires. Certain problems, which will be mentioned, were also encountered.

Almost all teachers (91.4%) reported no major difficulties in distributing questionnaires to reach parents. The following problems were, however, cited: distribution was delayed in one school for several days due to severe floods in the local area; the questionnaires arrived late at one school and distribution was forced to occur the day before the school vacation, which caused delayed collection of returns--this in turn, probably explained the modest return rate from the school; some pupils did not return directly home after school hours and went to places for "baby sitting" where a small number of questionnaires were probably left; one teacher was absent for five days and did not return many forms from her classroom. The effect of these unforeseen circumstances lowered the response rate to the overall study by as much as 10 percent, as will later be discussed in greater detail.

Getting questionnaires returned from parents posed a much greater challenge and required even more effort. A comment from one principal summarized the general problem, "As I suspected, getting them back was a hassle, but getting responses (from parents) is always difficult." Eighty-five percent of the teachers described at least one technique which they used to induce pupils to carry out their "assignment." Many techniques mentioned were: reminders (very frequently mentioned), telling pupils how important it was for parents to get the survey and answer the questions (very frequently mentioned), rewarding children with a "treat" (e.g. Snoopy stickers, lollipops, jelly beans) if they returned questionnaires (frequently mentioned), explaining to pupils what a "questionnaire" meant, telling pupils that parents would give information to be used for television, writing the date for returning the questionnaires at the top of the cover letter to parents, sending home special notes from the teacher or cover letters from the principal endorsing the study and/or reminding parents to return questionnaires, having pupils ask parents for a money reward if they returned questionnaires, pinning notes to each child for parents to read, morning announcements from the principal's office over the PA system, telephone calls to parents, and posting name tags on the bulletin board of pupils who returned questionnaires.

Several principals and teachers cited more general problems which they felt hindered getting parent responses: the length of the questionnaire (4 pages), suspicions or antagonisms voiced from parents concerning the role of the government in this project and the identity of AEL, general parent apathy, problems in reading and understanding how to complete the questionnaire, competition with other survey studies and school notices to be returned, and poor timing of distribution (e.g. around Christmas Holidays at some schools).

Principals were asked to react to their school's return rate which was provided on the post-data gathering questionnaire. Eighty percent of the principals reported that response rates were "about average" for that school, given the procedures which were used; only 13 percent reported "below average" and 7 percent reported "above average" return rates. This issue of response rate will later be considered in the context of assessing the validity of this study's findings.

Sampling Results

The results of implementing the survey sampling design and data collection procedures which have been described are summarized in Table 1. This table reports the distribution of questionnaire returns by sample states and groups of cooperating schools within sample states.

It is clearly seen that the parent sample is widely distributed across geographical regions of the nation, although there are considerable differences ranging from 3.2% to 18.9% in the relative proportions contributed by individual states. They are also the result of different classroom sizes and different numbers of participating schools across states, leading to considerable variation in the size of the parent target group available.

TABLE 1

Summary of Sampling Design and Selected Results

Stage I	Stage II		Stage III	Sampling Results		
U.S.O.E. Region (State)	Designated Schools	Cooperating Schools	Number of Classrooms*	Size of Parent Target**	Number of Useable Returns	Freq. of Returns Relative to Total (%)
I (New Hampshire)	5	3	28	524	207	11.5
II (New Jersey)	5	1	10	255	76	4.2
III (Maryland)	5	3	20	336	122	6.8
IV (Alabama)	5	3	17	354	159	8.8
V (Wisconsin)	5	3	13	377	173	9.6
VI (Texas)	5	3	18	620	205	11.4
VII (Iowa)	3	3	19	431	243	13.5
VIII (Wyoming)	5	3	22	597	217	12.1
IX (California)	5	2	16	388	57	3.2
X (Washington)	4	3	23	603	340	18.9
TOTAL	47	27	186	4485	1799	100.0

* Estimated from the number of teachers who assisted in distributing and collecting questionnaires.

** Estimated from the number of pupils in the sample classrooms.

Instrumentation

A 60 item questionnaire, "Learning to Be A Better Parent" was developed to ascertain the needs and preferences of parents with young children. The type of information ultimately sought through this questionnaire is what parents desire from a television or other series focusing on parenting skills in the way of program content, modes of delivery, (i.e., types of media) and styles of media presentation (i.e. program format). The information from the questionnaire was intended, therefore, to serve formative evaluation needs for the TAP project rather than to advance basic research on parenthood.

The general strategy for instrument construction was to select potential item content from areas reflecting what parents need to know or to be able to do to be more effective in the parental role. Guidance for content selection came from separate literatures on parent education, parent training, infant and preschool development, and family clinical services, as well as from expert opinion.

After the appropriate literature was reviewed, topics were abstracted for a preliminary list of potential item contents. The intent of this abstracting operation was to make the list as comprehensive as possible, and to avoid eliminating any material on the basis of the abstractor's judgment alone. The complete list formed a three-level outline, with 132 item-level topics under superordinate descriptors. The list of 132 topics was obviously too long to be converted into a questionnaire of reasonable length (i.e., one that is not burdensome to parent respondents). A procedure was then developed to compress and refine this list of topics, and then communicate the resulting content to parents in an effective way. The list was first distributed to members of a review panel, who rated the importance of the listed needs and even suggested additional ones that fit into the same content domain. Topics were then combined, whenever possible, to form a new, more comprehensive topic.

Those that had received low ratings from the reviewing panel and could not be incorporated in the combined topics were discarded. The original list of 122 topics was reduced to 44 topics, divided into eight categories. Each of these topics served as a basis for an item to be included in the instrument.

The major item construction task was to adjust the comprehension level to the intended parent recipients, while avoiding loss of category meaning. One technique used to retain meaning, while simplifying language, was to include qualifying remarks in parentheses after the basic items. Items were drafted and reviewed by a panel with regard to simplicity of wording and to their fidelity to the original topics from which they were derived.

A ninth category of questions was added, dealing with media and modes of presentation rather than with content. An open-ended question section ("Other Ideas") was added to the original topics also, and was carried over as the tenth section after addition of the media and modes category.

The questionnaire was subsequently reviewed by AEL's Protection of Human Subjects Committee, to determine whether it conformed to AEL's standards. The instrument was approved, but additional minor changes in wording were suggested. These changes were cleared with the original editing group and incorporated into the final draft of the questionnaire.

Four outside consultants assisted in the preparation of a Spanish version of the needs assessment instrument and cover letter to parents. (See Appendix B again, which also depicts the English form of the needs assessment device. A Spanish version was also prepared.)

The instrument used in this study is divided into ten major sections. Sections I-VIII consist of 44 items reflecting parent concerns, needs, and skills. These items were intended to provide information for developing the goals and objectives, and content for a television series on effective parent-

hood. Section IX of the instrument consists of a list of possible media delivery modes of parenthood education programs. The purpose of these items was to determine what other modes, besides television, might also be potentially effective for the target population. Section IX also asks parents about their preferences for media presentation formats, if programs on parenting were presented by means of television, radio, or film. In Section I-IX of the instrument, parents are asked to indicate their level of need or preference for each item according to a three response option format. The last section of the instrument is a single free-response item permitting parents to identify any additional needs or concerns.

With the development of the instrument completed, a Forms Clearance package was prepared and submitted to the USOE Forms Clearance Officer in early August (1975) for approval by the Office of Management and Budget. Official notice of final approval was received on October 17, 1975. By this date, some schools had already been identified and selected for sampling. The needs assessment evaluation study was initiated with the mailing of questionnaires to these schools on November 11, 1975, and as noted earlier, the final set of questionnaire returns was received on June 2, 1976.

In order to evaluate implementation aspects of the sampling and data collection procedures and to assess how well sampling objectives were achieved, brief questionnaire forms were developed and sent to teachers and principals after collection of data was completed (see Appendix C again for the teacher-principal forms).

Data Preparation and Analysis

All questionnaires returned to AEL were examined and screened before being coded. Decisions were made concerning which questionnaire returns would be considered valid (or invalid) before being included in the sample for analysis purposes. Three criteria were used to guide the decision process. First, forms on which less than one-third of the items (i.e., 20 items) was answered were judged to lack sufficient degree of attention or commitment by the respondent and therefore, were not included in the final sample. Second, in a small number of cases, two parents in the same family responded to the questionnaire. (This undoubtedly occurred because these families had more than one child who brought home questionnaires from school.) If responses from both parents were identical, only one of the questionnaires was considered a valid return; in this way redundancy and therefore possible "inflation" in the results was avoided. The third decision rule used to screen questionnaires was to eliminate questionnaires with identical responses to all items (e.g. all "1's," "2's," or "3's") only if a written expression by the respondent showed antagonism or hostility toward the questionnaire or intent of the study.

Valid returns were then coded on an IBM System/360 Basic Assembler Long Coding Form by secretarial staff and sent to local professional services for keypunching.

Data analysis was carried out primarily by "canned" computer programs from the Statistical Package for the Social Sciences (SPSS) at a remote batch terminal on the campus of West Virginia State College at Institute, West Virginia. This terminal is tied to the IBM 360/75 Large Scale Electronic Digital Computer at the West Virginia University Computer Center in Morgantown, West Virginia.

Data reduction methods were used to compress the 44 items in Sections I-VIII measuring parent needs/skills into a smaller number of comprehensive measures, or factors. This was accomplished by means of a factor analysis using a varimax rotation procedure which yielded six orthogonal factors named as follows: Family Care (I), Child Growth and Development (II), Child Management (III), Parent Self (IV), Treating Your Child Like a Person (V), and Baby Care (VI). Two of the 44 items which were factor analyzed had factor loadings below .40 and were therefore not considered empirically strong enough to be included in any factor. Three items which had loadings above .40 on two separate factors were finally placed in the factor on which they loaded highest. These six factors, their item composition and item-factor loadings may be reviewed in Appendix D. A strikingly similar pattern is found to exist between the item groupings (i.e., Sections) on the questionnaire and the item composition of the factors. In effect, the factor analysis appeared to have verified the integrity of the conceptual categories used in organizing different sets of questionnaire items.

Measurement scales were constructed from these factors by differentially weighting each component item on a factor according to its factor-score coefficient. The resultant scores were then added across all items to yield a single measure for each of the six factors. Considerable use will be made of these factor scales in reporting the results of this study.

Description of the Sample

The results of this study are based on a sample of 1,799 parents. A description of this sample will be made primarily in terms of selected family and local community characteristics. Both indirect and direct methods were used to obtain descriptive information on the families who responded to the

survey. As indirect methods, the U.S. Census Bureau data (1970) and school principals were used as sources of demographic information on family income, racial-ethnic, and population characteristics of the communities from which the parent sample was drawn. The direct method was to ask parents to supply information on the survey form only about the number and ages of children in the family and not about their personal characteristics (e.g. sex, education, race, ethnicity, etc.). Our strategy was to project a very high (i.e., at least 80%) questionnaire return rate through establishing close cooperation with school personnel who would act as powerful influences on parents to return questionnaires. A high return rate would then permit valid inferences about subsets of parents within the sample by using classification variables from indirect data sources. Increasing the length of the questionnaire by adding items, especially ones of a sensitive nature, would likely have increased respondent burden as well as resistance, and thereby have prevented reaching the desired return rate.

In Table 2, the sample is described in relation to the size of the community (i.e. town/city) population.

TABLE 2

Parent Sample as Related to Size of Community Population

	Size of Population					
	Below 2,500	Between 2,501-10,000	Between 10,001-50,000	Between 50,001-100,000	Above 100,000	Total
Number of Schools	4	4	9	4	6	27
Number of Parents	371	286	503	376	263	1799
Percent of Total Parent Sample	20.6	15.9	28.0	20.9	14.6	100.0

The figures show that parents were sampled from very large cities (i.e., above 100,000) as well as from very small communities (i.e. below 2,500). Significant numbers of parents (634) and a substantial proportion (35.2%) of the total sample come from population areas which differ greatly in size. Most important is the fact that respondents are fairly evenly distributed across different levels of community size.

Table 3 below shows how the sample is distributed among four levels of median family income of the local county. That sample parents are drawn from wide-ranging economic conditions is clearly demonstrated.

TABLE 3

Parent Sample as Related to Local County Median Family Income

	Below $6,000	Between $6,001-$8,000	Between $8,001-$10,000	Between $10,001-$12,000	Above $12,000	Total
Number of Schools	3	3	11	7	3	27
Number of Parents	162	161	716	652	108	1799
Percent of Total Parent Sample	9.0	8.9	39.8	36.2	6.0	100.0

While most parents were drawn from the vast middle-income range (i.e., between $6,001 and $12,000), it can be seen that the sample includes parents from relatively poor (i.e., below $6,000) as well as relatively affluent (i.e., above $12,000) communities.

Sample schools were selected in part on the basis of their minority group composition--the percentage of Black, Spanish, Oriental, or Native American pupils in the school. The results of the selection process are reported in Table 4, which describes the sample in terms of the concentration of minorities within sample schools.

TABLE 4

Parent Sample as Related to School Minority Group Composition

	Minority Group Composition (%)						
	0%	1-5	6-24	25-49	50-75	Over 75	Total
Number of Schools	5	8	8	3	1	2	27
Number of Parents	109	814	318	379	90	89	1799
Percent of Total Parent Sample	6.1	45.2	17.7	21.1	5.0	4.9	100.0

A relatively small percentage of the parents, in five of the 27 schools sampled, have children attending all-white schools where English is predominantly spoken as the native language. Nearly one-half of the sample (45.2%) schools has a moderate concentration of minorities (1-5%). Almost ten percent of the sample was drawn from three schools of 50 percent or greater minority concentration; parents sampled from these schools were either predominantly Spanish-speaking or Black majority, and in one school, 95 percent Black. In summary, school settings appear to be racially and ethnically diverse, ranging from all white to nearly all Black, and from all English speaking to almost all Spanish speaking.

In Table 5, the sample is described in terms of the total number of children in the family.

TABLE 5

Parent Sample as Related to Number of Children Per Family

Number of Children	Number of Families	Relative Frequency (%)
1	378	22.3
2	621	36.8
3	383	22.7
4	175	10.4
More Than 4	132	7.8
Total	1689*	100.0

Most families (36.8%) have two children and nearly one out of four families (22.3%) has a single child of school age.

Differences in the amount of parenting experience in the sample may be inferred from Table 5. The portion of the sample (i.e., 18.2%) with four or more children have much more experience as parents than parents with only one or two children. The difference in amount of parenting experience probably relates both to the absolute numbers of children in the family and to the number of years of actual parenting. While a positive relationship probably exists between family size, as measured by number of children, and number of years of parenting, as measured by the age of the oldest child in the family, these two measures are not the same. It is possible that important qualitative differences in parenting, and therefore in parenting needs, exist among families with different numbers of children.

*Missing and uninterpretable data account for this sample size figure being less than 1799.

Table 6 is intended to show the distribution of children under six years old among sample families.

TABLE 6

Parent Sample as Related to Number of Children (Ages 0-5) Per Family

Number of Children (0-5)	Number of Families	Relative Frequency (%)
0	690	40.4
1	694	40.7
2	259	15.2
3	57	3.3
4	7	0.4
Total	1707*	100.0

Families with children from ages 0-5 are considered a primary target group for the parenthood television series, and therefore should be described in their own right. A majority of parents (59.6%) in the sample have children under six; although many of these parents may also have children six and over. (Although not shown in Table 6, 208 sample families have all their children under 6 years old.) By virtue of sampling all families from elementary schools, this majority parent group has at least one child in kindergarten and/or possibly first grade. Less than half (40.4%) of the parent sample has children six years old and above, including teen-aged children. The data contained in Tables 5 and 6 suggest that sample families vary greatly in terms of both quantity and quality of parenting experience as indicated by differences in (1) the number of children in the family (i.e., family

*Missing data account for this sample size figure being less than 1799.

size), (2) the age of the oldest child and (3) the age variability among children in the family.

The use of primarily indirect methods for obtaining demographic information meant that the parent sample could not be directly assessed or classified on such variables as race, ethnicity, education, sex, and income. Parents responding to the questionnaire from a particular school may or may not reflect the composition of that school or community depending on the questionnaire rate of return and the accuracy of information about the school or community gathered from indirect data sources. Although precise proportional representation of different subsets of parents on demographic variables, such as those just listed, was not a sampling objective, the results of the study may be seriously misleading if characteristics of the effective sample do not reasonably match those of the sample population. It is possible that the returns from a particular school or from all schools combined may grossly overrepresent or underrepresent certain types of parents if self-selection factors associated with returning school surveys were systematically operating. In view of the sampling strategy and procedures employed in the study, how safe is it to generalize empirical results to the nation's population of parents of young children? This issue of external validity will be considered further in reference to the matter of questionnaire return rates and to information supplied by school principals and teachers on the follow-up questionnaire.

The information presented in Table 7 shows that response/return rates may be estimated as a function of the total number of questionnaires returned to AEL, and of a subset of those returns judged to be valid responses, in relation to the total number of questionnaires distributed to schools, and to a subset of those questionnaires which eventually reached the target sample.

TABLE 7

Estimates of Survey Response/Return Rate

Method of Estimating Rates		Estimate Based on
1. $\frac{\text{Surveys returned} = 2{,}228}{\text{Surveys mailed to schools} = 4{,}485}$	= 49.6%	Returns
2. $\frac{\text{Surveys mailed to schools} = 4{,}485}{\text{Surveys received by parents} = 3{,}764\text{-}4{,}098^{*}}$	= 54.3-59.2%	Returns
3. $\frac{\text{Usable surveys} = 1{,}799}{\text{Surveys mailed to schools} = 4{,}485^{*}}$	= 40.1%	Responses
4. $\frac{\text{Usable surveys} = 1{,}799}{\text{Surveys received by parents} = 3{,}764\text{=}4{,}098^{*}}$	= 43.8-47.8%	Responses

*Estimates based on pupil absentee rates and surveys lost, discarded, or otherwise not taken home by pupils in the judgment of classroom teachers.

Estimates vary almost 20%, from 40.1% to 59.2%. All estimates, however, fall considerably below the 80 percent effective rate, as projected in our sampling strategy. More importantly, the degree of cultural diversity attained within the effective sample may possibly have been attenuated by selection factors influencing questionnaire returns. Because sampling a broad cultural mix of parents of young children was a critical objective, school principals were asked to scan a list of a 50 percent random sample of parents who identified themselves by name on the questionnaire, and to judge how representative those parents were of the income, educational level, social class, ethnic and racial background characteristics of the parent sample population from the school. Summarizing the results briefly, most principals reported that parents who responded to the questionnaire were not different from non-responding parents

on any of these demographic characteristics with the exception of race. Minority group Blacks and Orientals may then be under- or overrepresented from individual sample schools. But across all sample schools, most of which have at least a few Black children and two schools of which have substantial numbers of Black children, it would be highly unlikely that the sample does not include Black parents, and adequate numbers of them.

The foregoing discussion provides supporting evidence for the conclusion that despite just an "average" sample response rate overall, results of the study on the needs and preferences for parenting education can be reasonably generalized to parents of young children on a national level with regard to demographic factors, but that generalizing results to specific subsets of parents in the target audience would be very tenuous, owing to indirect methodology for obtaining sample descriptive data. However, if non-respondent parents differ from respondent parents in other ways (e.g., alienation, apathy, community involvement, motivation) not estimated or corrected for by the study, the results might be generalizable only to parents who typically complete and return questionnaires sent them through public channels.

It will be evident that the sampling procedures of this study omitted parents whose children are all under school age. A supplemental study was performed to evaluate the possible effects of the sampling method upon conclusions about the relative importance of particular needs of less experienced parents, as compared with more experienced parents. Details of this study are reported subsequently in the Results and Discussion section for Q-2 through Q-4.

Finally, the overall process of a) formulating instructional goals and objectives and b) selecting educational content for the series was to be based only in part on results of the direct assessment of parents' needs and desires.

The process also relied on the judgments of a national panel of parents and early childhood personnel to represent the interests of the target audience. The group was called the Curriculum/Goals (C/G) Committee. This panel met on four occasions throughout the work to examine and deliberate on results from the various parts of the needs assessment. In addition, they responded by mail and telephone on several occasions to specific tasks requiring their judgmental input. The overall process of involving expert and citizen involvement in curriculum's development is detailed elsewhere in the project's final report.

Results and Discussion, Q-1

The materials search procedures were highly successful in the sense that project staff received excellent cooperation wherever they went, and in consequence, located a representative and reasonably comprehensive collection of available materials which could be evaluated. The cataloging and evaluation procedures, hence, proceeded smoothly. A comparison of AEL's and AIT's evaluations for a small sample of media materials provided assurance that AEL's evaluation results would have some comparability to those of an established media evaluation group (see page 5).

The materials search revealed both printed and film/television materials intended to promote effective parenting. The majority of these materials were produced outside the context of operating programs. The project staff found that virtually none of these materials has been evaluated to determine their impact upon parenting practices, and only a small portion of them has been formatively evaluated. Because of this, the instructional value of existing materials remains unknown. AEL's assessment may, therefore, be viewed as a technical evaluation; valuable, although surely no substitute for an empirical

evaluation of effects. That is, AEL's assessment of the materials corresponded to a type of formative review; it should not be confused with an impact evaluation. To accomplish impact evaluation at this time for these materials would be an expensive process which, even if successful, would in most instances not necessarily make the materials available to the public because of other complications in proprietary status, residual rights of talent, and other matters.

Despite these limitations, it was possible to order the materials on the basis of their assessed quality. When ordered in this way, it becomes apparent that, although many materials exist, few are of a design and quality to be appealing to a mass audience. Many materials, nevertheless, were rated as having potential uses within the context of community programs that relate to individual parents.

The literature search showed that, within existing programs, effective parenting practices have been identified. Furthermore, there has been some success in identifying methods for transmitting these effective practices to individual parents--usually in a small group or in the home itself. Little experience, however, is available from the literature on what might be the most desirable methods for presenting parenting information via television to so diverse a mass audience as prospective parents and parents of infants and young children.

Results and Discussion, Q-2 - Q-4

Three questions concerning the parenthood education needs and preferences of parents in the sample, as previously described, will be examined in this portion of the paper: (1) What do parents need to know or be able to do to become more effective at parenting? (2) By what modes of "teaching" do parents prefer to learn more about parenting? and (3) If home television were used as the primary vehicle for delivering a series of parenthood education programs, what types of program formats would be most appealing (enjoyable and attention holding)? Findings related to a secondary question will also be examined: Do different subsets of parents have distinct needs and preferences for parenthood television programs, instructional modes, and program formats? The manner of reporting results in the study will be first to discuss briefly the nature and intent of the three primary questions as stated above, and then to present related findings based on analysis of the questionnaire data.

Parenting Skill Needs, Q-2

What do parents need to know or be able to do to become more effective at parenting? The intent of this question was to provide a formulation of the general direction (i.e., goals and themes), the content emphasis, and the educational objectives for the television series as well as for individual programs in the series. As much as possible that formulation was to be responsive to the needs of parents, as determined directly from parents themselves. It was AEL's belief that real concerns of parents in the target audience must be dealt with in the series in order to produce the desired educational impact on parenting skills. Eventually this question was to provide the framework upon which the basic foundations of the series

would be built.

The needs of parents relative to effective parenthood will be examined by presenting two kinds of data which differ in the manner they were obtained on the survey questionnaire and later analyzed. The first set of data to be presented is based on analyzing the results of 44 closed-ended questions contained in Sections I-VIII of the questionnaire. As previously discussed, these questionnaire items were reduced to six factors by means of a factor analytic procedure and then developed into separate measurement scales. The second set of data was derived from Section X of the survey, which was a single free-response item asking parents the question: "What else do you think you need or want to learn more about in order to be a better parent?" Nearly one out of every four parents (i.e., 24.6% of the total sample) made a response to this question, and frequently more than a single idea was expressed in an individual's response. All ideas were carefully judged for their relevance to the main research objective which was to identify additional or other related parenting needs/skills not covered in the survey instrument.

Many ideas parents mentioned were not considered germane to the research objective, i.e., were idiosyncratic. Included among these ideas were such things as personal revelations of marital difficulties, requests seeking specific information and direct help to solve a family-related or child-related problem, statements of child-rearing philosophy, criticisms of schools, government institutions, and society in general, and skeptical questions concerning the potential value of a U.S. government sponsored effort to improve parenting practices. These ideas constituted only a small portion of the total response, but were interesting in bringing to light general concerns parents have about the relationship between the family, government, education and other extra-familial influences which affect family life.

A content analysis procedure was developed to reduce the remaining ideas into a convenient and meaningful form for reporting purposes. A preliminary set of categories was constructed to provide a scheme for classifying ideas. New categories were added, or old ones modified until as many ideas as possible could be logically placed in a single category, or in "need clusters," as they will be called. The task of deciding in which clusters to place ideas was made difficult by ambiguities in the responses. Some ideas were expressed so generally that it was possible to assign them to more than one cluster, or not to assign them to any cluster, depending on the interpretation given to them. A few responses from parents were clearly incomprehensible. Despite these difficulties in organizing a large number of ideas into a coherent set of clusters, the payoff was substantial in terms of insights into parenthood needs. The flavor and richness of the data were preserved in another report by deliberately presenting the results of the content analysis in the original language of the individual respondents. Only the categories are reported here.

Factor-Scale Results

In Table 8, factor-scales representing six different areas of effective parenthood needs are ranked. These results will be discussed in conjunction with item analysis data presented elsewhere in which items within each of the six factor-scales are also ranked. The item rankings will be cited here for comparative purposes only, relative to factors. Referring to Table 8 first, the factor "Treating Your Child Like a Person" was the highest ranked area of parent need, with a score of nearly 1.5 standard deviations above the standard score mean (i.e., 64.09). All ten items belonging to this scale fall within 50% of the top ranked items in the survey questionnaire, and three of those ten items fall within the first quartile of ranked items. Even the last ranked

TABLE 8

Rank Order of Effective Parenthood Needs
as Measured by Factor-Scale Scores

Rank	Factor Scale	Standard Score*	N
1	Treating Your Child Like a Person	64.09	1645
2	Child Growth and Development	57.78	1664
3	Family Care	52.55	1641
4	Parent Self	49.98	1688
5	Child Management	41.82	1662
6	Baby Care	33.78	1672

*$\bar{X}$ = 50
S.D. = 10

item on the scale received either high or moderate ratings as a need by 70.8% of the parent sample. An examination of item content on this factor reveals parent needs for relating to children in a loving, caring, and personalized manner. Another aspect of parenting need on this scale is for establishing ground rules and limits for normative behavior. The two highest ranked items on this scale were: "Help your child see and accept his own feelings," and "Help your child to behave when he starts to fight." The emphasis on the need for developing a "love with discipline" parenting strategy as implied by this factor is further reinforced by parent responses to the free-response questionnaire item which is discussed later.

The second ranked factor, Child Growth and Development, indicates a relatively strong parenting need for increased understanding of the psychological, physical, and perceptual-motor development of the child. Four of the six items which belong to this scale are in the first quartile of all items ranked in the questionnaire. At least 70 percent of the parent sample indicated either a high or moderate level need on all items on this factor. The following two items were ranked highest on this scale and serve as indicators of need in the child growth and development area: "How your child's personality is formed," and "How the world looks and sounds to your child, and how to help him learn about it."

The Family Care factor was ranked third and its standard score was slightly above the mean of the distribution. Only one item from this scale ranked among the first quartile of items in the questionnaire; this item was "How to keep your child from getting hurt (and how to give first aid)." The last ranked item on the scale received only 42.7% of parent endorsement, as judged by the item response distribution. These results indicate a moderate level of need for improving family health care practices, with an emphasis on diagnosing children who are hurt, sick, or not growing as expected.

The Parent Self scale is ranked fourth among the areas of parenthood need. Two items from this scale were ranked in the first quartile of items in the questionnaire, which were: "Your own feelings and habits and how these help or hurt your child care (how they affect your child care)," and "Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning)." These results appear to indicate parents' needs to understand their feelings as parents and how those feelings may affect the quality of child care and ultimately their childrens' development.

Table 8 shows that the Child Management and Baby Care factors ranked lowest among the six parenthood need factors, and fell more than one standard deviation below the mean. All three items on the Baby Care scale were ranked in the bottom quartile of all questionnaire items and no item on this scale received greater than 50 percent endorsement as either a strong or moderately strong need. No item in the Child Management scale was ranked higher than 27 among 44 questionnaire items, and three items on the scale were ranked numbers 41, 43, and 44 respectively. A content analysis of items on these two factors raised the question that perhaps these results were due to the relatively high experience level of the sample parents, all of whom had at least one school-aged child. Items on these factors appeared to emphasize skills needed for parenting infants, in areas such as infant language development, maternal health care, infant health care, training the child to develop self-feeding skills, and teaching the child self-management skills. It was thought that a sample of parents with only newborn or very young children of preschool age might express stronger needs for developing know-how in these areas relative to the other factors. To test this possible explanation of the results, questionnaire data were gathered from an independent sample of parents with only preschool children.

Seven Head Start and other federally-sponsored preschool education programs in the states of West Virginia and Pennsylvania were identified and coordinators of these programs were asked to have parents with only preschool aged children complete the questionnaire. The results of analyzing the relative priorities among parenthood needs, as measured by the six factor-scales, are shown in Table 9:

Table 9

Rank Order of Parenthood Needs Among Parents with only Pre-School Aged Children

Rank	Factor	Standard Score*	N
1	Treating Your Child Like a Person	63.72	52
2	Child Growth and Development	57.08	53
3	Family Care	54.12	53
4	Parent Self	49.59	56
5	Child Management	42.52	54
6	Baby Care	32.98	54

*$\bar{X}$ = 50
S.D. = 10

The rankings among the need factors in this sample are identical to those of the original national sample. Needs for skill development in the areas of child management and infant care are consistently less strong for parents with at least one child or school age and for parents with younger children.

While a reasonable test has been applied to explain the relatively low priority given by parents to Child Management and Baby Care, a more rigorous test could be made in the future by sampling expectant parents or parents with only newborn children.

The question of whether different subsets of parents within the national sample have different parenting needs was explored by correlational analyses between the factor-scales and selected demographic data. The demographic variables used in the analyses were as follows: total number of children in the family, number of children in the family between the ages of 0 and 5, school racial-ethnic composition, county family median income, and community size. Many of the resulting correlations between these two sets of data were statistically significant due to the sample being large, but the magnitude of the correlations was so low as not to be educationally significant enough report. No single correlation accounted for more than 5.2 percent of the variance in the factor-scales. The strongest correlations, however, were obtained between school racial-ethnic composition and Family Care (-.28), Child Growth and Development (-.16), Child Management (-.26), and Baby Care (-.24). That stronger needs in these areas may exist among racial and ethnic minority parents (i.e. Blacks, Native Americans, Orientals, and Spanish) is one possible, though very tenuous interpretation of these data.

Content Analysis of Open-Ended Responses

As described previously, clusters of effective parenthood needs were formed by categorizing parents' responses to Section X of the survey questionnaire. Nine different clusters were identified and described, based on parent responses. They are named and briefly characterized below, supplementing the structured questions. Some clusters suggest needs which were not tapped by the questionnaire, while other clusters tend to reinforce or give further specificity to needs which the questionnaire did include. The following discussion is intended to capture the essence of parents' open-ended responses as organized in each cluster.

1. Cluster I: Education (School) - That parents demonstrated their concerns about education is not surprising in view of the fact that at least one child per family is either in kindergarten or first grade, and therefore is beginning the formal education process. Many parents are vicariously being re-introduced to formal schooling through their first or only child. For both parent and child, the beginning of schooling is an important event. In general, parent responses in this cluster suggest an expression of need for learning how to develop productive home-school relationships, such that learning in school is reinforced and extended through active parent involvement at home. Parents view their involvement as encouraging and/or developing in children positive motivations for learning, educational interests, good learning habits, and basic learning skills. Parents also see the need for assisting the child in overcoming learning difficulties in school.

2. Cluster II: Pro-Socialization of the Child - This cluster suggests two different emphases of pro-socialization: one relates to the personal development of the child, and the other relates to the child's social development. The emphasis on personal development reflects parent needs to promote the child's self fulfillment, as manifested in the personality traits and skills of a mature person. To become effective parents means to learn more about strategies for developing the child's self-esteem, cognitive abilities and openness to new experiences. The social development emphasis reflects parents' needs for children to develop "proper" and enlightened attitudes of "respect," helpfulness," and "concern for others." Also as part of this emphasis on social development, parents recognize the importance of fostering the formation of the child's personal identity--one which grows in harmony rather than in conflict with society. In this cluster, ideals of human development

and social behavior are implied as points of reference for developing effective parenting strategies.

3. Cluster III: Critical Incidents/Sensitive Questions - This cluster indicates needs of parents to deal with significant family-related events and issues having high potential impact on the development of the child. Death, divorce, remarriage, sex, and religion were among the critical incidents/sensitive questions mentioned by parents as especially difficult to handle. A sense of willingness to confront these events and issues and to help children understand them better seems to underlie these parents' responses. The need expressed for how to communicate with children on matters of sex and religion appears to have the same pro-social emphasis as in Cluster II. Some parents believe it is important to learn more about helping children understand and/or cope with important life events and issues.

4. Cluster IV: Single Parent - Single parenthood is becoming increasingly recognized for the many special difficulties it engenders for both parent and child. The parent responses in this cluster bear witness to the coping difficulties, parenting concerns, and strong feelings of need among single parents. Playing the dual role of father and mother, as bread-winner and social-emotional stabilizer in the home, is perceived by single parents as a formidable task. The responses given by single parents in this cluster clearly illustrate deep and varied emotions, and a calling for help in relation to parenting children and to new questions and feelings about oneself as a single parent.

5. Cluster V: Special Children - Parents' needs for dealing with a wide range of children's problems and types of children are expressed in this cluster. Psychological, physical health, and learning problems of the child are particular areas in which parents are seeking help. Adopted children and twins were mentioned as types of family situations which pose unique problems for parents. Examples of questionnaire items which correspond to ideas mentioned by parents in this cluster are: "How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well)," and "How to tell if your child is growing right (body size, height, weight)."

6. Cluster VI: Family Relations - An examination of parent responses in this cluster reveals needs for establishing positive human relationships among parents and among siblings as well. Parents believe that a "good" marriage relationship is the start of effective parenting, and that "healthy" and "competent" children are developed in homes with strong marriages. Another area of need in the family relations area is that of encouraging

"cooperation and good feelings" among children. The ideas expressed in this cluster are related to the following items in the questionnaire: "Help your child learn to get along with family and friends" and "How your child deals with the way that your family lives (people in the home, what they do together, how they get along)."

7. Cluster VII: Caring for/Protecting the Child - A relatively small number of responses fell into this category. The most frequently mentioned concerns were for learning how to protect children from harmful drugs, and learning more about good child nutrition. Related to this cluster are three items included in the questionnaire: "What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby); "Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health); and "How to keep your child from getting hurt (and how to give first aid)."

8. Cluster VIII: Parents as Persons - Parents' responses in this cluster clearly demonstrated the emotional strains and needs of parents. How to maintain or develop self-control, emotional stability, self-confidence, self-understanding, and tension release were mentioned as important personal needs to fulfill as parents. The need for coping with the emotional and psychological pressures of parenthood are strongly felt in this cluster.

9. Cluster IX: Understanding/Communicating with the Child - The meaning of this cluster closely parallels the factor, "Treating Yourself Like a Person." Parents appear to be expressing needs for developing more "humanistic," equalitarian, and attentive relationships with their children - for developing child-centered parenting practices in which parents first learn what the needs of the child are and then learn how to respond to those needs effectively. Parents recognize that children are unique individuals, and are asking for help to humanize and individualize parenting.

Preferences for Educational Strategies, Q-3

The next set of results to be reported is relevant to the question concerning educational (instructional) approaches to parenthood education: By what modes of "teaching" do parents prefer to learn more about parenting? The intent of this question was to assist planners of a series of parenthood education programs to make decisions about the instructional methods to be used in bringing about the desired educational impact on the target audience. The assumption was made that the series would have a much better chance of succeeding if its mode of delivery appealed to the target audience. By appeal it was meant stimulating initial interest and then maintaining that interest in parenthood education over a period of several weeks. In answer to this question pertaining to educational strategies, the results from analyzing the first group of ten items in Section IX of the survey questionnaire will be reported.

Table 10 below presents rank order data on parent preferences for ten different delivery modes of parenthood education. The top three ranks clearly show that parents prefer to learn more about parenting from reading (books or magazines) and watching a television series. More than 80 percent of the parents reported preferring all three of these strategies; and nearly 40 percent of the parents showed very strong preferences for them. Regarding the fourth ranked item, "Talking with parents in group meetings," almost three out of four parents said this mode would be appealing. Two-thirds of the parents showed preferences for "Seeing movies near my home (at a school)," but slightly less than one out of every five parents (19.3%) indicated a strong preference for this mode. The next several items, ranked six through ten, are not considered by parents as very appealing approaches. As low as 45.8% (rank 6) to as high as 75.5% (rank 10) of the parents report that these strategies are "not at all" liked. The last ranked item, "Having a person visit my home and talk with me each week," was rejected by an overwhelming majority of the sample.

TABLE 10

Rank Order Preferences for Selected Educational Strategies

				Response Distribution:		
	Rank	Rank Score*	N	A Lot(%)	A Little(%)	Not At All(%)
"How much would you like to learn about being a parent from:"						
Reading books.	1	224.6	1738	38.3	48.0	13.7
Watching a special TV series.	2	222.1	1729	38.8	44.4	16.9
Reading about this in magazines or in small newspapers (4 to 8 pages long).	3	214.9	1717	38.0	46.8	19.3
Talking with parents in group meetings.	4	200.8	1727	29.3	42.2	28.5
Seeing movies near my home (at a school).	5	184.8	1724	19.3	46.2	34.5
Seeing slides and hearing a person tell about them.	6	167.1	1710	12.9	41.3	45.8
Playing games that teach me to be a better parent.	7	164.1	1706	16.7	30.7	52.6
Hearing a special radio series.	8	158.4	1701	12.5	33.4	54.1
Listening to records or tapes.	9	155.9	1685	11.8	32.2	56.1
Having a person visit my home and talk with me each week.	10	130.9	1715	6.2	18.4	75.5

*Rank scores were derived by differentially weighting each response category (i.e., "A Lot" = 3, "A Little" = 2, and "Not At All" = 1) and then adding together the weighted results.

Do different subsets of parents show preferences for different approaches to "teaching" parenthood education, and if so, what is the nature and extent of these differences? The analyses sought to determine whether or not the degree of preference for a particular strategy was associated with such factors as family composition, the racial-ethnic composition of the community, and family income. The results of correlational analyses were similar to those previously reported for the factor-scales: very weak correlations accounting for small portions of variance in the dependent variable items. There is no evidence that parents who differ on the characteristics in question prefer different approaches to parenthood education.

Preferences for Program Formats, Q-4

The foregoing analysis attempted to reflect the preferences shown by parents for different instructional approaches to parenthood education. The third, and final question will now be examined: If home television (or radio or movies) were used as the primary vehicle for delivering a series of parenthood education programs, what types of program formats would be most appealing (enjoyable and attention holding) to parents? This question was designed to provide information that would assist planners in deciding among alternative production strategies the one(s) which would be most appealing and therefore would most likely succeed in conveying parenthood education instruction. A rank order item analysis was performed on parent responses to a list of six possible presentation formats, the results of which are reported in Table 11.

More than four out of every five parents responded they would like to learn from "An M.D. (doctor) or other expert," "Stories about real people (not humor)," and "A talk show with well known guests and parents." Slightly more than half of the parents indicated strong liking for the first of these two presentation formats. Roughly three-fourths of the parents reported liking for "A show that goes into real people's home," and "Special stories

TABLE 11

Rank Order Preferences for Selected Production Strategies

"On TV or radio or in the movies, how much would you like to learn from:"	Rank	Rank Score*	N	Response Distribution: A Lot(%)	A Little(%)	Not At All(%)
An M.D. (doctor) or other expert.	1	242.3	1696	53.0	36.3	10.7
Stories about real people (not humor).	2	238.6	1687	51.5	35.7	12.7
A talk show with well known guests and parents.	3	223.2	1799	41.3	40.6	18.1
A show that goes into real people's homes.	4	216.2	1693	41.1	34.0	24.9
Special stories done by actors (not humor).	5	204.7	1657	31.1	42.5	26.4
A funny show (humor, comedy, jokes).	6	117.7	1672	17.9	41.6	40.5

*Rank scores were derived by differentially weighting each response category (i.e., "A Lot" = 3, "A Little" = 2, and "Not At All" = 1) and then adding together the weighted results.

done by actors (not humor)." Over twice as many parents reported not liking these latter two formats compared with the two highest ranked ones. "A funny show (humor, comedy, jokes)" appears as least appealing among the different formats and yet a majority (i.e., 59.5%) of parents still feel it has some appeal.

The question of whether different subsets of parents show significantly different preferences for production formats was explored through correlational analyses using demographic factors, as before. The results revealed no evidence that would support employing particular production strategies for different parent audiences.

Conclusions

This study was an attempt to assess needs and preferences for parenthood education among parents of young children from culturally diverse backgrounds and different regional areas throughout the nation. Existing materials were evaluated, and parenthood education needs and preferences were assessed in the areas of a) parent skills and knowledge, b) instructional approaches in parenthood education, and c) program/production format possibilities for television or radio media.

The results reported in this study were intended to be used by planners to build an educational and entertaining home-viewing television series consisting of one-half hour shows aimed at increasing parent effectiveness and thereby positively affecting the development of children. What will be set forth as conclusions of this study are interpretations of parents' needs and preferences for parenthood education, based on the empirical data already presented and discussed.

Existing Materials, Q-1

Existing media materials are largely unsuitable for use or adaptation to reach and instruct a mass audience of parents via telecast. Further, existing materials typically have received no evaluation before being made available to the public. AEL's technical evaluation/formative review of these materials suggests, however, that several individual items might be usable within the context of local, community-sponsored programs for parents and prospective parents. These evaluations are available from AEL in a catalog of parenting materials updated through early 1977.

Skills/Knowledge, Q-2

The strongest parenting needs in the skills/knowledge area will be briefly stated and are based on the analysis of factor-score data and content analysis of open-ended parent responses. The order in which these needs appear is intended to give an approximate idea of their relative importance:

- How to facilitate the development of the child's individual potentialities without aversive control (i.e., with loving care).
- How to understand the needs of the child and to respond to the child as a unique person in fulfilling those needs.
- How to help the child develop self-guided behavior through acquisitions of morality, self-understanding, and problem-solving.
- How to acquire information about child growth and development (e.g., personality formation, developmental stages, physical maturation, sensory development).
- How to learn more about the consequences for child development of parents' own feelings and parenting practices in general.

- How to achieve mental health as parents (e.g., maintain emotional stability and self-control, and reduce stresses of parenthood).
- How to help children learn and cope in school.
- How to help children with psychological and physical problems or handicaps.

Educational Strategies, Q-3

Strong preferences for reading materials and television programming on effective parenting were clearly indicated in the results. A combination of television shows and written support materials would appear to be ideally suited for delivering education for effective parenthood. Visual stimulation seems to be an important component of the approach, since "hearing a special radio series," "listening to records or tapes," and "having a person visit my home and talk with me each week" were not appealing strategies. The latter one, which was rejected by 75 percent of the sample, is most interesting since home-visitor parent intervention programs have been successfully implemented and accepted by parents in many places throughout the country. Apparently the thought of intrusion by an outside visitor may be initially threatening or objectionable until that person becomes familiar.

Program Formats, Q-4

The results suggested that a documentary presentation format would be most appealing, but that nearly all of the format possibilities evaluated by parents were fairly attractive. If this means that parents would prefer media variety, then perhaps several different formats should be presented in a television series or even within individual television shows to enhance audience appeal. Different program formats could be tested for audience attention (i.e., appeal and interest) once pilot programs are designed and produced. The program formats which were most preferred suggested types of programs which emphasize a real, true-to-life, factual problem-solving approach to effective parenthood.

Overall Conclusions

A television series on effective parenting, geared to the needs and preferences of parents for skills/knowledge, delivery approaches, and program formats would focus on parents as persons, children as unique individuals, and the interpersonal relationships of children and parents around vital (real-life) problem areas or issues in which conflict and tension may be present. Parents expressed needs for promoting the psychological and physical well-being of their children and wish to achieve this end in the most humane way possible by using parenting practices which have a sound information base and which can be demonstrably proven as effective. Findings in this study strongly suggested the use and acceptability of the television medium with a variety of production formats, and written support materials, as the most effective means of parenthood education for parents of young children. Initially, programs in the television series should try to reach the general "young children" parent population until more extensive study is made of the parenthood needs and preferences of audiences with special characteristics.

APPENDIX A

Evaluation Form

EVALUATION FORM

Title _____

Film (16mm) _____ Film Strip _____ Audio Video: 1/2" _____

1" _____ 2" _____ Slides _____ Cassette _____ Record _____

Tape _____

Length _____ Color _____ Black & White _____ Production Date _____

Copyright _____ Source of Funds _____

_____

Producer _____

_____

Distributor _____

_____

Where Reviewed _____

_____

Purchase $_____ Rental $_____ Free Loan

Content Description:

Content Evaluation:

Format: Suitability for Content:

Level of Difficulty:

Quality of Content Material:

Noted Biases:

Interest Level; Was Interest Maintained:

Technical Quality:

Target Audience:

Specified Audience:

Other Audience:

Has the Material Been Used:

Results:

Evaluation of Usability of Material in Connection With T.V.:

Stock Footage:

Background and/or Support Material:

Applicable for Group or Other:

What Segment of Material Most Suitable:

Content of Suggested Segment:

Other Comments:

TECHNICAL QUALITY EVALUATION

5. Excellent
4. Above average quality
3. Average
2. Below average quality
1. Unacceptable

COLOR (balance, intensity, use of color)	5	4	3	2	1
LIGHTING (adequacy, special uses)	5	4	3	2	1
CAMERAS (composition of shots, movements, sequence of shots, close-ups, camera placements)	5	4	3	2	1
SETS AND SET DRESSINGS (functional use, style, kinds)	5	4	3	2	1
MAKEUP AND COSTUMES (appropriateness, style)	5	4	3	2	1
SPECIAL EFFECTS (inserts, supers)	5	4	3	2	1
FILM SEGMENTS	5	4	3	2	1
EDITS (quality of edit points)	5	4	3	2	1
TRANSITIONS (dissolves, cuts)	5	4	3	2	1
CONTINUITY OF PROGRAMMING (obvious flow)	5	4	3	2	1
SOUND (adequate miking, balance, extraneous noise, mixing, synchronization)	5	4	3	2	1
MUSIC (appropriate, underscoring, theme, instrumentation, selection)	5	4	3	2	1
TALENT (moves, delivery, casting, voice)	5	4	3	2	1
PUPPETS (movements, timing, voices, synchronization, setting, appropriateness)	5	4	3	2	1
ANIMATION (artwork, sound, timing)	5	4	3	2	1
GRAPHICS (titling)	5	4	3	2	1
OVERALL QUALITY	5	4	3	2	1

APPENDIX B

Exemplar Report to School Principals

Dartmouth School - Results are reported in percentage terms and are based on a sample size of 107.

O.M.B. No. 51-S75060
Approval Expires: 6/30/76

LEARNING TO BE A BETTER PARENT

What to do: First, read what it says below about each thing you might learn more about. Then decide how much you feel you need or want to learn more about that. For example, if you feel you already know all or just about as much as you need or want to know about "How Children Grow and Develop," then mark the box Nothing More At All. However, if you feel you need or want to learn more about that, then you may wish to answer A Little More or A Lot More. Put a check mark (✓) in the box under A Lot More, A Little More or Nothing More At All for each question. We are interested in what you feel. You may, of course, feel that you need or want to learn more about some things, and nothing more about others. No one will judge you as a parent, whatever your answers are. If you do not want to answer a question, then leave it blank.

Name_____

My City & State_____

My Children's Ages (in years)_____

Name of Nearest Grade School_____

_____

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
I. HOW CHILDREN GROW AND DEVELOP. How much do you feel you need or want to learn more about:			
1. Where you can find out about how children develop.	( ) 9.6	( ) 56.7	( ) 33.7
2. What your child should be able to learn at his age, so as not to "push" your child too much.	( ) 36.4	( ) 50.5	( ) 13.1
3. How children grow into special, one-of-a-kind people.	( ) 43.8	( ) 41.9	( ) 15.2
4. How the world looks and sounds to your child, and how to help him learn about it.	( ) 43.8	( ) 45.7	( ) 10.5
5. How your child's personality is formed.	( ) 48.1	( ) 43.4	( ) 8.5
6. How your child learns to use his body by playing (runs, jumps).	( ) 15.1	( ) 52.8	( ) 32.1
II. TAKING BETTER CARE OF YOUR BABY. How much do you feel you need or want to learn more about:			
1. What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby).	( ) 6.9	( ) 13.7	( ) 79.4
2. How babies learn to talk (what the baby hears; what it learns from what you do and say).	( ) 9.8	( ) 28.4	( ) 61.8
3. Helping the baby feel good (not too warm or cool; enough to eat; food that might upset the baby; giving the baby room to move around).	( ) 3.9	( ) 27.5	( ) 68.6
III. TREATING YOUR CHILD LIKE A PERSON. How much do you feel you need or want to learn more about how to:			
1. Tell what children are doing by watching them.	( ) 31.8	( ) 52.3	( ) 15.9
2. Help your child see and accept his or her own feelings.	( ) 60.7	( ) 36.4	( ) 2.8
3. Show love and care to your child.	( ) 30.8	( ) 43.9	( ) 25.2
4. Talk with your child about his problems and answer his questions.	( ) 57.9	( ) 33.6	( ) 8.4
5. Help your child to behave when he starts to fight.	( ) 44.3	( ) 43.4	( ) 12.3

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
6. Help your child learn to get along with family and friends.	( ) 36.4	( ) 54.2	( ) 9.3
7. Help your child see why rules are good.	( ) 33.0	( ) 47.2	( ) 19.8
IV. TAKING CARE OF YOUR FAMILY. How much do you feel you need or want to learn more about how to:			
1. Pick things for the child's bed and for him to wear (so that they last and are easy to take care of).	( ) 5.8	( ) 30.8	( ) 63.5
2. Find and take care of a home for your family (how to shop and pay for housing and furniture).	( ) 6.6	( ) 33.0	( ) 60.4
3. Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health).	( ) 14.4	( ) 33.7	( ) 51.9
V. TEACHING AND TRAINING YOUR CHILD. How much do you feel you need or want to learn more about:			
1. What ways of teaching will work best with your child (the way you teach; use of books, TV).	( ) 41.5	( ) 49.1	( ) 9.4
2. How to control your child by using reward, praise and correction in a loving way (how to help your child control himself).	( ) 44.9	( ) 37.4	( ) 17.8
3. How to teach your child to be neat and clean and to show good manners.	( ) 23.6	( ) 47.2	( ) 29.2
4. How to get your child to go to bed on time (and to rest or take naps).	( ) 12.3	( ) 29.2	( ) 58.5
5. How to get your child to change from doing one thing to doing something else.	( ) 15.1	( ) 51.9	( ) 33.0
6. How to plan your child's use of TV (picking TV programs, not watching too much TV).	( ) 13.2	( ) 44.3	( ) 42.5
7. How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them).	( ) 3.8	( ) 26.7	( ) 69.5
8. How to feed your child; teach him to feed himself; and make eating fun for your child.	( ) 2.9	( ) 19.2	( ) 77.9
9. How to teach your child to dress and undress.	( ) 1.0	( ) 13.5	( ) 85.6
10. How to help your child think for himself (choose what he wants to do; make plans).	( ) 29.0	( ) 51.4	( ) 19.6
11. How to teach your child to tell right from wrong (to be moral).	( ) 23.6	( ) 50.0	( ) 26.4
VI. KEEPING YOUR FAMILY SAFE AND WELL. How much do you feel you need or want to learn more about:			
1. How to keep your child from getting hurt (and how to give first aid).	( ) 35.8	( ) 43.4	( ) 20.8
2. How to keep your child well (get shots and have the doctor check your child).	( ) 3.8	( ) 25.0	( ) 71.2

	A LOT MORE	A LITTLE MORE	NOTHING MORE AT ALL
3. How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well).	( ) 26.2	( ) 42.1	( ) 31.8
4. How to know when your child is sick (has a fever or says he hurts some place).	( ) 11.3	( ) 34.9	( ) 53.8
5. How to pick things that are safe to play with.	( ) 6.7	( ) 29.8	( ) 63.5
6. How to tell if your child is growing right (body size, height, weight).	( ) 10.5	( ) 38.1	( ) 51.4
VII. TAKING CARE OF THINGS AT HOME. How much do you feel you need or want to learn more about:			
1. Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends)	( ) 25.7	( ) 40.0	( ) 34.3
2. Getting good help with child care (day care, baby sitter, nursery school).	( ) 11.5	( ) 28.8	( ) 59.6
3. How your child deals with the way that your family lives (people in the home, what they do together, how they get along).	( ) 21.0	( ) 50.5	( ) 28.6
4. Finding help for people who don't take care of their children, or who hurt their children.	( ) 23.6	( ) 50.9	( ) 25.5
VIII. YOURSELF AS A PARENT. How much do you feel you need or want to learn more about:			
1. Your own feelings and habits and how these help or hurt your child care (how they affect your child care).	( ) 44.9	( ) 38.3	( ) 16.8
2. Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning).	( ) 41.1	( ) 42.1	( ) 16.8
3. Why your child will not mind you and how this bothers you (how to get over being upset).	( ) 33.6	( ) 47.7	( ) 18.7
4. How to be sure that you are doing what is best for your child (or your worries about what other people think).	( ) 32.7	( ) 42.1	( ) 25.2

What to do: Just as before, read what it says about each thing from which you can learn. That is, if you think you would enjoy learning about being a better parent from "reading books," then you may wish to answer A Lot or A Little. But if you would not enjoy learning from "reading books," then mark the box Not At All. You may, of course, think that you would like to learn from some things and not from others. Put a check mark (✓) in the box under A Lot, A Little or Not At All for each question.

	A LOT	A LITTLE	NOT AT ALL
IX. HOW TO LEARN ABOUT BEING A BETTER PARENT. How much would you like to learn about being a better parent from:			
1. Reading books.	( ) 45.8	( ) 46.7	( ) 7.5
2. Talking with parents in group meetings.	( ) 19.8	( ) 43.4	( ) 36.8
3. Watching a special TV series.	( ) 50.0	( ) 41.5	( ) 8.5

	A LOT	A LITTLE	NOT AT ALL
4. Seeing movies near my home (at a school).	( ) 22.6	( ) 33.0	( ) 44.3
5. Having a person visit my home and talk with me each week.	( ) 4.8	( ) 8.6	( ) 86.7
6. Seeing slides and hearing a person tell about them.	( ) 14.3	( ) 41.0	( ) 44.8
7. Reading about this in magazines or in small newspapers (4 to 8 pages long).	( ) 39.4	( ) 43.3	( ) 17.3
8. Hearing a special radio series.	( ) 8.6	( ) 17.1	( ) 74.3
9. Listening to records or tapes.	( ) 7.7	( ) 26.9	( ) 65.4
10. Playing games that teach me to be a better parent.	( ) 10.6	( ) 20.2	( ) 69.2

On TV or radio or in the movies, how much would you like to learn from:

1. A funny show (humor, comedy, jokes).	( ) 15.7	( ) 39.2	( ) 45.1
2. A talk show with well known guests and parents.	( ) 40.8	( ) 39.8	( ) 19.4
3. Stories about real people (not humor).	( ) 57.3	( ) 35.0	( ) 7.8
4. Special stories done by actors (not humor).	( ) 42.2	( ) 34.3	( ) 23.5
5. An M.D. (doctor) or other expert.	( ) 60.2	( ) 32.0	( ) 7.8
6. A show that goes into real people's homes.	( ) 35.9	( ) 36.9	( ) 27.2

X. OTHER IDEAS. What else do you think you need or want to learn more about in order to be a better parent? Print so that your ideas will be easy to read.

_____

_____

_____

_____

APPENDIX C

Post-Data Gathering Principal and
Teacher Questionnaire Forms

PARENT STUDY EVALUATION FORM
FOR SCHOOL PRINCIPALS

1. Name of School: _____

2. How were teachers told about the data gathering procedures?

( ) Individually ( ) As a group ( ) Both individually and as a group

3. Who told the teachers about what to do? (e.g. principal, secretary, etc.)

_____

4. What problems, if any, were there in distributing questionnaires to teachers? (If none, write "none")

_____

_____

_____

5. What problems, if any, were there in collecting returned questionnaires from teachers? (If none, write "none")

_____

_____

_____

6. What problems, if any, were there in mailing the questionnaires to us? (If none, write "none")

_____

_____

_____

7. Did you receive a prepaid postage label to cover the cost of mailing questionnaires to us?

( ) Yes ↴ ( ) No* ( ) Don't know

7A. Was postage sufficient to cover cost?

( ) Yes ( ) No (If you desire reimbursement, indicate cost: _____)

*We have been keeping records of mailing costs for individual schools. These costs will be reimbursed.

8. What ways, if any, were used to get pupils or parents to return questionnaires?

_____

_____

_____

9. The return rate from your school was _____%. How would you judge this result for this type of questionnaire, for parents of kindergarten/first grade pupils in your school, using these procedures for collecting data:

( ) Much below average
( ) Below average
( ) About average
( ) Above average
( ) Much above average

10. If you answered "Much below average" or "Much above average" to question 9, please list the most important reasons which you feel hindered or helped getting questionnaire returns:

1. _____

2. _____

3. _____

11. Did you receive any questions or comments from parents about the questionnaire or about this study in general?

( ) Yes → ( ) No

11A. If you are at liberty to share these without revealing the names of parents, please list them below:

1. _____

2. _____

3. _____

12. Were you ever contacted by the State Superintendent and/or local Superintendent of Education about your participation in this study?

( ) Yes (Check which one(s): ( ) No

( ) State Superintendent
( ) Local Superintendent

13. How would you describe family income characteristics among parents of pupils in your school? (The pupose of this question, and the three to follow, is to determine the range of differences rather than an absolute amount of (on) some characteristic.)

( ) Family income is mostly at one level (either high, middle, or low)
( ) Family income is divided mostly into two levels (e.g. high and low, high and middle, etc.)
( ) Family income is divided mostly into three levels (high, middle, and low)
( ) Other: _____

14. How would you describe the educational attainment (i.e. last grade level completed) characteristics of parents of pupils in your school?

( ) About as many parents have completed college as high school or elementary school
( ) The last grade completed by most parents is either in elementary school, high school, or college
( ) Other: _____

15. How would you describe the neighborhood characteristics (i.e. type and size of housing) of pupils who attend your school?

( ) Pupils come from very similar neighborhoods
( ) Pupils come from neighborhoods that are more alike than different
( ) Pupils come from neighborhoods that are more different than alike
( ) Pupils come from very different neighborhoods

16. How would you describe the ethnic (e.g. German, Italian, Spanish, etc.) composition of parents of pupils in your school?

( ) Most parents come from the same background
( ) Parents come from a small number (2-3) of different backgrounds
( ) Parents come from several different backgrounds
( ) Other: _____

17. On the next page, a small sample of parents which were randomly drawn from returned questionnaires is listed. This sample includes only those parents who put their names on the questionnaire. The purpose of the next five questions is to compare this list of parents to all parents in your school on certain characteristics. This information will help us determine whether parents who responded are similar to (representative of) other parents.

How similar is this set of parents to parents in your school according to:

	Very Similar	Similar	Not Similar
Family income characteristics	( )	( )	( )
Educational attainment characteristics	( )	( )	( )
Neighborhood characteristics	( )	( )	( )
Ethnic minority (e.g. German, Italian, etc.) characteristics	( )	( )	( )
Racial minority (e.g. Black, Oriental, etc.) characteristics	( )	( )	( )

THANK YOU FOR YOUR COOPERATION. PLEASE RETURN THIS FORM IN THE SELF-ADDRESSED STAMPED ENVELOPE.

PARENT STUDY EVALUATION FORM
FOR TEACHERS

1. Name of School: _____

2. Grade Level: ( ) Kindergarten ( ) First Grade

3. Number of pupils in your class: _____

4. Time of day questionnaires were distributed to pupils:

   ( ) Early morning
   ( ) Just before lunch time
   ( ) Early afternoon
   ( ) Just before close of school

5. Day of the week questionnaires were distributed to pupils:

   ( ) Monday
   ( ) Tuesday
   ( ) Wednesday
   ( ) Thursday
   ( ) Friday

6. Were there enough questionnaires for all the pupils in your class?

   ( ) Yes ( ) No →

   6A. Approximately how many more were needed? _____

   6B. Were you able to obtain them?

   ( ) Yes ( ) No

7. On an average day, how many pupils are absent from your class? _____

8. Please estimate the number of pupils who you know did not receive questionnaires - i.e., because of absenteeism, lateness, etc. (Put a 0, if none): _____

9. Estimate the number of pupils who you know received questionnaires, but did not get them to their parents - i.e., threw them away, left them in their desks, lost them, etc. (Put a 0, if none): _____

10. Approximately how many school days were allowed for collecting questionnaires after they were passed out to your pupils?

    ( ) 1-2 days
    ( ) 3-4 days
    ( ) 5 days (1 week)
    ( ) More than one week

11. Please describe briefly any difficulties you had in distributing questionnaires. (If none, write "none")

_____

_____

_____

12. Describe briefly any difficulties in collecting questionnaire returns from pupils. (If none, write "none")

_____

_____

_____

13. Describe briefly what was said to your pupils when questionnaires were passed out to them:

_____

_____

_____

14. What ways, if any, were used to get pupils to return questionnaires?

_____

_____

_____

15. Did you receive any questions or comments from parents about the questionnaire or about this study in general?

( ) Yes ( ) No

15A. If you are at liberty to share these without revealing the names of parents, please list them below:

_____

_____

_____

_____

Thank you for your cooperation. Please put this form into the self-addressed envelope, and return it to us.

APPENDIX D

Needs Assessment Factors

NEEDS ASSESSMENT FACTORS

	Questionnaire Item #	Factor Loading
I. FAMILY CARE (10 items)		
1. How to know when your child is sick (has a fever or says he hurts some place).	VI-4	.713
2. How to tell if your child is growing right (body size, height, weight).	VI-6	.674
3. How to keep your child well (get shots and have the doctor check your child).	VI-2	.643
4. How to know if something is wrong with your child (is not learning; cannot walk well; cannot see or hear well).	VI-3	.637
5. How to pick things that are safe to play with.	VI-5	.611
6. Pick the right foods and take care of them so they will not spoil (fix meals that are good for your family's health).	IV-3	.568
7. How to keep your child from getting hurt (and how to give first aid).	VI-1	.554
8. Find and take care of a home for your family (how to shop and pay for housing and furniture).	IV-2	.529
9. Pick things for the child's bed and for him to wear (so that they last and are easy to take care of).	IV-1	.516
10. Getting good help with child care (day care, baby sitter, nursery school).	VII-2	.447
II. CHILD GROWTH AND DEVELOPMENT (6 items)		
1. How the world looks and sounds to your child, and how to help him learn about it.	I-4	.713
2. What your child should be able to learn at his age, so as not to "push" your child too much.	I-2	.666
3. How children grow into special, one-of-a-kind people.	I-3	.659
4. Where you can find out about how children develop.	I-1	.632
5. How your child learns to use his body by playing (runs, jumps).	I-6	.626
6. How your child's personality is formed.	I-5	.599

	Questionnaire Item #	Factor Loading
III. CHILD MANAGEMENT (6 items)		
1. How to place your chairs, tables and other things so that your child will have room to play and learn (and keeping some things out of sight so your child will not want them).	V-7	.656
2. How to teach your child to dress and undress.	V-9	.640
3. How to get your child to go to bed on time (and to rest or take naps).	V-4	.636
4. How to feed your child; teach him to feed himself; and make eating fun for your child.	V-8	.613
5. How to plan your child's use of TV (picking TV programs, not watching too much TV).	V-6	.602
6. How to get your child to change from doing one thing to doing something else.	V-5	.592
IV. PARENT-SELF (6 items)		
1. Your need to make your child mind you (how your own needs can affect how your child feels about himself, and your child's learning).	VIII-2	.722
2. Why your child will not mind you and how this bothers you (how to get over being upset)	VIII-3	.681
3. Your own feelings and habits and how these help or hurt your child care (how they affect your child care).	VIII-1	.678
4. How to be sure that you are doing what is best for your child (or your worries about what other people think).	VIII-4	.642
5. How your child deals with the way that your family lives (people in the home, what they do together, how they get along).	VII-3	.508
6. Making good use of your time (plan your time for child care, house work, school or job, time for yourself and your friends).	VII-1	.472
V. TREATING YOUR CHILD LIKE A PERSON (10 items)		
1. Help your child learn to get along with family and friends.	III-6	.739
2. Help your child to behave when he starts to fight.	III-5	.735

	Questionnaire Item #	Factor Loading
3. Talk with your child about his problems and answer his questions.	III-4	.714
4. Help your child see why rules are good.	III-7	.712
5. Show love and care to your child.	III-3	.636
6. Help your child see and accept his or her own feelings.	III-2	.623
7. How to control your child by using reward, praise and correction in a loving way (how to help your child control himself).	V-2	.561
8. How to teach your child to be neat and clean and to show good manners.	V-3	.522
9. How to teach your child to tell right from wrong (to be moral).	V-11	.514
10. Tell what children are doing by watching them.	III-1	.494
VI. BABY CARE (3 items)		
1. How babies learn to talk (what the baby hears; what it learns from what you do and say).	II-2	.819
2. What happens before the baby comes (what to eat; what drugs not to take; how long to wait before having another baby; things that can happen to the baby).	II-1	.812
3. Helping the baby feel good (not too warm or cool; enough to eat; food that might upset the baby; giving the baby room to move around).	II-3	.803